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17. ABSTRACT (MAX. 250 WORDS)

The purpose of the study center program has been to provide a place where students may have a quiet place to study and where they may receive help with their school work. Seventeen centers are in operation with high school and college age tutors. The coordinator in charge at each center is a teacher from the school where it is located. Each center is open once or twice a week.

Areas of investigation included the characteristics of students who attend; the reactions of students, parents and teachers; and influence on school progress.

Five centers were chosen for this study; questionnaires were distributed to parents, students and teachers involved. These centers served 5th, 6th and 7th grade children. Grades of the regular attenders (75% of the sessions) were compared over the 5-month period. The evidence gathered indicated that a wide sampling of students attended to improve academic achievement, behavior and work habits. Questionnaire responses showed that these students received needed help. Parents, teachers and students rated the program very highly. There is no evidence that grades were affected although teachers felt the greatest impact was in academic achievement. There was some indication of improvement in the attitudes of students and the parents toward the school.

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REPORT OF EVALUATION OF FIVE SELECTED STUDY CENTERS - SCHOOL YEAR 1963-64

I. INTRODUCTION

From its inception the purpose of the study center program has been to provide a place outside regular school hours where students may have a quiet place to study and to read and for those who need help with their school work. The first center opened in November 1962 for junior high school age students at Madison Junior High School. From this beginning the program has now expanded to 17 centers involving over 1000 students per week who are being helped by about 350 tutors. Of these tutors approximately 275 are high school students who are paid \$1.00 an hour for tutoring two to three hours per week.

About one-half of the centers are financed by the Interagency Project funds, the other half by the general school district budget. The only cost in addition to the payment of our high school tutors is the paying of a coordinator at each center. In every instance this person is a teacher at the school where the center is located. He or she is paid on an average of \$50.00 per month to assume the responsibility of all aspects of the program. This coordinator is crucial to the success of the center. It is estimated that a center open two times a week costs approximately \$1,000 per year; to put it another way it costs approximately 25¢ per hour for each student who receives help. Since it was not possible to evaluate the program in all centers thoroughly it was therefore decided to select five centers representing a variety of geographic locations, organizations, and structures for study. Four of the centers served fifth and sixth grade students; one also included seventh grade students. They were open either one or two evenings a week. Attendance was voluntary.

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II. PROBLEM

The purposes of this report are both descriptive and evaluative in nature. The areas of inquiry were guided in part by certain questions Project staff formulated through contacts with the study center program. Others, however, represent inquiries of interested lay and professional observers.

The areas of investigation are outlined by the questions which follow:

(1) What types of students attend the study center programs?

(2) What has been the reaction of students to the study center program?

Do they feel that the attendance at study centers has had a beneficial influence on their school progress?

(3) Have the grades of these students shown significant improvements over the period from report period one to report period four?

(4) What have teachers' reactions to the study center been? What areas have they considered to be most beneficial and would they recommend the continuation of such a program?

(5) What types of reactions have parents had regarding the program? In what ways have they felt the program has been beneficial?

III. METHOD

A. Subjects and Centers Studied

The introductory section mentioned that it was impossible to evaluate thoroughly all 17 centers. The five centers selected were considered by the coordinator of the program to be representative of the program as a whole. Latitude in the organization and policies of the study centers is allowed in order to provide for the special needs of individual schools or communities.

A. continued

In the five centers 276 students were identified by the study center coordinator as meeting the evaluation study definition of a "regular attender." This definition was that the student had attended 75% or more of the sessions between the program's inception in October and the spring vacation. Questionnaire responses were obtained from 253 of these 276 fifth and sixth grade students. An additional sample of 75% attenders was selected at one center at the seventh grade level. The size of the sample was 50 students. Questionnaire responses were obtained from 46 of these students.

It was found that 32 fifth and sixth grade teachers' classes contributed all of these study center attenders. Questionnaire responses were obtained from 100% of this teacher sample.

Study center coordinators were asked to send home a questionnaire to all parents of students attending the center. It was not possible to ascertain the total number of parents in this universe since, in many instances, two or three children may have come from the same home. Therefore, one would not expect responses from 253 fifth and sixth grade parents or 50 seventh grade parents. It is estimated that the 158 parent responses represent at least 200 of the students involved in the study.

B. Questionnaires Used in the Study

Fifth and sixth grade students were asked to complete a questionnaire (see attachment #1). This was done under the supervision of the study center coordinator. Student questionnaires for seventh graders were similarly administered (see attachment #2).

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B. continued

Questionnaires to be completed by parents were sent home accompanied by an unmarked envelope. In general the questionnaires were promptly returned in a matter of two or three days and no pressure was utilized to get responses (see attachment #3).

Teachers were also insured privacy in their responses through the use of a plain envelope in which to return their questionnaires although in this case the principals were asked to check off those who had returned the questionnaires. This was necessary in consideration of the small universe of responses possible, i.e. only 32 teachers were directly involved with regular attenders (see attachment #4).

C. Test Information on Seventh Grade 75% Attenders at the Study Centers

The primary purpose of collecting test information for seventh grade study center attenders was descriptive in nature. Certain questions relating to their characteristics, i.e. their similarity or dissimilarity to the total school population, had been raised. The data presented are total school seventh grade results, for the regular attenders, and results for a randomly selected group used as controls. This latter group was selected by taking the next same-sexed student following an experimental subject from an alphabetized list of seventh grade students.

D. Teacher Ratings of Study Center Attenders

Cards were distributed to teachers of these regular study center attenders and the teachers were asked to give a global rating of the student's scholarship standing and his citizenship. The scale of rating in each case was the scale

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D. continued

used on the report cards. These ratings ranged from U (unsatisfactory), N (needs improvement), S (satisfactory), G (good), E (excellent). The teachers were also asked to give an overall ranking of the student in the classroom. These ratings related to the rank of the student in top third, middle third or lower third of the group.

E. Collection of Grade Information on Fifth, Sixth and Seventh Grade Students

Project secretaries visited the appropriate schools at the end of the school year and obtained the grades for experimental and control pupils. The first and fourth report card grades were noted for six academic areas, citizenship, and work habits. Again the scale of rating was five points as noted in section D above. The six academic grades used to compute a grade point average were reading, written language, spelling, arithmetic, social studies and listening. Citizenship and work habits have been treated as separate grades. Of the original sample of 276 regular attenders complete grade information was obtained for 192 pupils. Losses of report cards, moving of families, and related problems contributed to the losses in cases.

A comparison group was selected by the following procedure. After the report cards of the study center attenders had been extracted the class groups of report cards were sampled in the following manner. The first and every sixth report card thereafter was selected as a control report card. In this manner it was possible to obtain a random sample of 153 students.

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IV. RESULTS

The question relating to what kind of students come to the study centers was of particular interest. Were they students who really need help? The responses from teachers would indicate that this was the case. Teachers were asked to rate the 276 students on scholarship using the same scale used in the elementary report card in Oakland (see reference to the scale above). The distribution given in table 1 below indicates that 2% of the group were rated as E; 25% rated G; 41% rated S; 23% rated N; and 9% rated U.

This indicates that approximately one-third of these students are not doing well in their school work, and at the other extreme, approximately 27% are progressing quite well.

Table 1. Ratings on Scholarship Given to 276 Fifth and Sixth Graders who Attended 75% of the Youth Study Center Sessions at their Respective Youth Study Centers. (Ratings given by teachers in regular classes)

		RATING ON SCHOLARSHIP									
		U		N		S		G		E	
	N	N	%	N	%	N	%	N	%	N	%
Fifth Graders	150	15	10	28	19	58	39	45	30	4	3
Sixth Graders	126	9	7	36	29	56	44	25	20	0	0
Total	276	24	9	64	23	114	41	70	25	4	2

(U - unsatisfactory; N - needs improvement; S - satisfactory; G - good; E - excellent)

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As to rank in class, teachers were asked to place students in either top, middle, or bottom third of their groups. The responses were almost evenly distributed - 31% of the students being placed in the bottom third; 38% in the middle; and 31% in the top third.

Table 2. Teacher Ratings of Overall Rank in Class

	N	Top		Middle		Bottom	
		N	%	N	%	N	%
Fifth Graders	150	49	33	54	36	47	31
Sixth Graders	226	36	29	51	40	39	31
Total Students	276	85	31	105	38	86	31

Teacher's estimates of the behavior of the students was also obtained. Here again teachers were asked for ratings on a five-point report card scale. Four per cent of the group were given E behavior ratings; 25% rated G; 46% rated S; 21% rated N; and 4% rated U. It may be observed that the N's and U's in citizenship are not handed out indiscriminantly. Therefore, the fact that 25% of the students were seen by their teachers as N or U students in behavior is of considerable significance to the study center staff.

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Table 3. Teacher Ratings on Citizenship Given to 276 Fifth and Sixth Graders Who Attended 75% of the Youth Study Center Sessions at their Respective Youth Study Centers

	J			N		S		G		E	
	N	N	%	N	%	N	%	N	%	N	%
Fifth Graders	150	5	3	27	18	65	43	44	29	8	5
Sixth Graders	126	5	4	32	25	61	48	26	21	2	2
Totals	276	10	4	59	21	126	46	70	25	10	4

Two of the initial assumptions of the study center program were that the children needed a quiet place to study and needed help with homework. The implications are that the home surroundings are not quiet enough for study and that there is often no one at home to help the students with their work.

When fifth and sixth graders were asked whether or not they had a quiet place to study at home 38% said that they had a "very quiet place to study; 44% said that home study conditions were "a little quite"; only 6% indicated that the home environment was "noisy." Twelve per cent of the students did not respond to this question.

When these same students were asked whether they had anyone at home who could help with hard work, 81% of the students said "yes," 5% said "no," and 14% did not respond. In asking the students to designate the helping person it was found, not surprisingly, that almost two-thirds of them indicated their mother, one-third indicated their father; approximately one-third indicated that they had a brother or sister who gave them some help.

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In the questionnaire administered to the seventh grade (see attachment #2) there is some evidence to support the impression of overcrowding homes of students in the Project areas. The average number of children in these families is approximately five, ranging from two of the 46 children who have no siblings to another two who have eight siblings each. In two out of three cases the ratio of people per rooms in the home exceeds 1.01, which is the U.S. Census Bureau criterion of overcrowding. Most of the students live in five-room houses; only one of these 46 students has his own room. On the average they share a bedroom with two or three other brothers and sisters.

Also of interest is that these students have high educational aspirations of the seventh graders. Only two reported that they wanted to quit school; 18 want to graduate from college and an additional 13 want to go on to do graduate work at college. Occupationally ten of the 23 girls expressed preference for nursing and four for teaching. The boys responses regarding occupational aspirations were quite scattered. Seven of the seventh graders wanted to be baseball players.

A final type of descriptive information is presented on table 4 on the following page. The purpose of the data presented is to present comparisons of test scores for a group of seventh grade study center attenders and their seventh grade peers. Visual inspection of this table reveals that the study center attenders are remarkably similar in almost all characteristics to both other groups. These data were obtained from testing done in the fall of 1963, prior to study center attendance. Critical ratios were computed for comparisons between the seventh grade 75% attenders and the seventh grade control group. In no case did the value of the critical ratio reach the .05 level of significance. Scores for these students also approximated the general distribution of test scores found in the rest of the school.

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Table 4. Comparison of STEP and SCAT Scores of the Total Seventh Grade at Madison Junior High School and Sub-Groups Composed of 75% Attenders at Youth Study Centers and Randomly Selected Low and Non-Attenders

		MADISON 7th GRADE (Total Group)		SEVENTH GRADE 75% ATTENDERS		SEVENTH GRADE CONTROL GROUP	
		Converted Scores	%ile Equiv.	Converted Scores	%ile Equiv.	Converted Scores	%ile Equiv.
STEP							
Math -	Mean	244.0	23	244.0	23	243.4	22
	S.D.	11.5		11.1		8.0	
	N	244		44		45	
Science-	Mean	255.0	28	254.6	27	253.9	25
	S.D.	8.7		9.6		8.6	
	N	240		45		48	
Social - Studies	Mean	248.0	25	248.5	28	246.9	23
	S.D.	8.5		8.6		8.0	
	N	242		46		47	
Reading-	Mean	252.0	29	253.7	31	250.5	27
	S.D.	15.7		17.1		16.1	
	N	239		43		47	
Listening-	Mean	261.0	21	259.7	20	264.0	28
	S.D.	12.4		12.0		12.6	
	N	223		36		42	
Writing -	Mean	248.0	26	251.2	33	247.4	24
	S.D.	11.7		13.9		12.7	
	N	240		41		45	
SCAT							
Verbal -	Mean	248.0	25	250.6	33	248.2	25
	S.D.	11.3		12.0		10.8	
	N	244		42		46	
Quantitative	Mean	261.0	23	261.2	23	259.4	18
	S.D.	8.9		8.7		9.1	
	N	243		42		46	
Total -	Mean	257.0	23	258.6	29	256.9	23
	S.D.	7.8		8.4		7.4	
	N	242		42		46	

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Attachments one and two, which are the questionnaire responses of students at fifth and sixth grade and seventh grades respectively, reveal how the students felt about the program. Of the 276 regular attenders, responses were obtained from 253 fifth and sixth graders; 46 of 50 for the seventh grade.

Students were asked to tell why they attended the study centers. On the fifth and sixth grade questionnaire, nine out of ten said they came to do homework. Seventy-eight per cent responded that they came to get help in certain subjects in which they had trouble. Two categories which received major response were: "My teacher said it would help me if I come" - 69% and "My parents felt it would help me if I wanted to come" - 67%. In the answer to the question about the kind of work they usually did at the study center students indicated that they did work in arithmetic - 89%; spelling - 46%; social studies - 44%.

One other aspect of the fifth and sixth grade student questionnaire is of some interest. Students were asked how much coming to the study center had helped them to get good grades. Almost 60% of these fifth and sixth graders indicated that it had been very helpful; an additional one-third of them indicated that it had been of some help.

The responses of seventh graders to a similar question regarding grades revealed that 85% of these students felt that the study center had been of "some" or "very much" help to them. These students indicated that they had come to the study center to get help in certain subject areas in which they had trouble and 96% reported that their primary purpose was to do homework.

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Data on grades were obtained on both the fifth and sixth graders and seventh graders attending a high percentage of the study center sessions. The study of seventh graders was on 50 students who were high attenders matched to a like number of students who were either infrequent or non-attenders. A comparison of grades between first and third report card marking periods showed no significant differences. These data are presented on tables 5 and 6 which follow.

Table 5. Grade Point Averages of Study Center Attenders (75% of the sessions) Compared with Grade Point Averages of a Control Group (low and non-attenders) — First and Third Report Periods

	Grade Point Average for Period 1 (November 15)	Grade Point Average for Period 3 (April 10)	Differences (GPA ₃ -GPA ₁)
High Attenders N = 50	Mean = 2.20 S.D. = 0.77	Mean = 2.17 S.D. = 0.68	-0.03 CR = -0.21
Control Group (Low and non- Attenders) N = 50	Mean = 2.34 S.D. = 0.66	Mean = 2.26 S.D. = 0.63	-0.08 CR = -0.57
Mean Differences (High Attender GPA - Control Group GPA)	-0.14 CR = -0.93	-0.09 CR = -0.64	

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Table 6. Analysis of Differences Between GPA_3 and GPA_1 When Using a Difference Rating ($GPA_3 - GPA_1$)

$GPA_3 - GPA_1$ of Students Attending 75% of the Study Center Sessions	$GPA_3 - GPA_1$ of the Control Group (Low and Non-Attendees)
Mean Difference Rating = -0.03 (S.D. = 0.40)	Mean Difference Rating = -0.09 (S.D. = 0.47)

Further information regarding the grades of study center attenders was obtained in the study of 192 fifth and sixth grade students. Changes in the academic grade point average over the period between report card period one (October 1963) and report card four (June 1964) were made. Table 7, which refers to academic grade point averages of the 75% attenders and their control group, reveals that there was a very similar distribution of grades received by the attenders and control group at report card one (see marginal totals and percentages at bottom of table). The table is arranged in 15 cells to indicate the report card tendencies for each initial grade group. Visual inspection of this table will reveal grade changes for any sub-group. The figures at the right-hand margin of the table indicate that somewhat over 50% of the students in both the high-attending and control group received higher report card grades at report card four than at report card one. Identical numbers 25% received the same report card grade average at report card four as at report card one. The figures for those receiving a lower grade point average are very close also.

Table 7. Academic Grade Point Averages of 75% Study Center Attenders and Control Group at Report Period I and Subsequent Changes in Grade Point Average at Report Period IV

Changes in Grades		Academic Grade Point Averages - Report Period I												Total Students - Showing Higher, Same, or Lower Grades at Period IV	
		0.00 - 0.49		0.50 - 1.49		1.50 - 2.49		2.50 - 3.49		3.50 - 4.00					
		Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.
Students with Higher Grades at Report IV	N	1	2	13	11	67	50	19	19	0	0			100	82
	%	100	100	46	52	50	49	58	68	0	0			52	53
Students with Same Grade Average At Report IV	N	0	0	4	4	41	31	3	4	0	0			48	39
	%	0	0	17	19	30	30	9	14	0	0			25	25
Students with Lower Grades at Report IV	N	0	0	6	6	27	22	11	5	0	1			44	34
	%	0	0	27	29	20	21	32	18	0	100			23	22
Distribution at Period I % of Total Samples at Period I	N	1	2	23	21	135	103	33	28	0	1			192	155
	%	1	1	12	14	70	67	17	18	0	1				

A similar analysis of the citizenship and work habit grades is given in tables 8 and 9 on the following pages. The marginal totals and percentages at the bottom and right-hand side of the chart reveal tendencies similar to those in table 7, i.e., no marked differences between the high attending and control group. It is of interest to note that a greater percentage of students received unfavorable grades in both groups at the beginning of the year and the end of the year, than was observed with academic grade point averages. A higher percentage of the control group initially received E and G grades at the beginning of the year. Table 9, work habit grade analysis, revealed that about one-fourth of the students received higher grades at the end of the year than they had at the beginning of the year in this area. Very few students, approximately 10%, received lower grades at the end of the year. The overall distribution across the bottom of the table would indicate a very similar distribution of initial work habit grades for both groups.

Table 8. Grades in Citizenship Received by 75% Study Center Attenders and Control Group at Report Period I and Subsequent Changes in Grades in Citizenship at Report Period IV

Changes in Grades	Citizenship Grade Report Period I											
	U		N		S		G		E		Students with Higher, Same or Lower Grades at Report IV	
	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.	Exp.	Cont.
Students with Higher Grade at Report IV	21 79	8 80	32 57	21 62	19 21	12 20	5 21	14 33	(Initial "E" grade can go no higher)		67 35	55 35
Students with Same Grade at Report IV	3 21	2 20	15 27	11 32	57 64	39 65	13 54	20 48	4 44	8 89	92 48	80 52
Students with Lower Grade at Report IV	(Initial "M" grade can go no lower)		9 16	2 6	13 15	9 15	6 24	8 19	5 56	1 11	33 17	20 13
Distribution at Period I	14	10	56	34	89	60	24	42	9	9	192	155
% of Total Samples at Period I	7	6	29	22	46	39	13	27	5	6		

Teacher reaction to the study centers was generally favorable (see attachment #4). In response to the question, "In general, how good a job did the youth study centers do?" - five of the 32 teachers said excellent; seven very good; fourteen good; five fair and one poor. Thirty of the 32 teachers felt the centers should be continued. These teachers were asked to check the areas in which they considered the study center to be most helpful on a five-point scale. Teachers gave opinions concerning the study center in the areas of academic achievement, motivation, behavior, work habits and attitudes toward school.

Teachers thought that the center had been most helpful in achievement. Twenty-three of them considered them to be either helpful or very helpful or extremely helpful. The least effect of the center was seen in respect to school behavior. In this respect only six teachers thought it was any real help; five considered it a little bit helpful; eleven considered the study center not helpful; and ten did not respond. Information regarding these responses and responses to other questions may be observed by examination of the questionnaire which is attached.

In response to our parent questionnaire item 4 "How good a job would you say the youth study center has been doing with your child or children?" - 24% of the parents described it as excellent; 37% very good; 25% good; 10% fair; 1% poor; and 2% no response. In summary, then, approximately two-thirds of the parents who responded rated the center "very good" or "excellent". Almost two-thirds of the parents (62%) indicated that since the child had been attending the study center he or she was more apt to now finish his homework than previously. Almost 60% of the parents felt that their child's attitudes toward school were better as a result of the study center. Three out of four felt that the study center had helped the child

to improve his or her grades. In the question concerning how the operation of the study center had affected their feelings toward school, 49% of the parents indicated that they felt much better about the general program of the schools since the study center program at the schools had been initiated.

V. DISCUSSION

The reception of the study center program by students, parents, and teachers has been an enthusiastic one. With the information compiled in this evaluative-descriptive study, previous assumptions regarding the students have been confirmed and the beliefs of the staff, that the program was considered valuable by students, parents and teachers, have been confirmed.

These centers are serving a wide spectrum of types of pupils - those who do well in academics and those who do not; those whose behavior is good and a considerable number who have difficulty in this area.

Student responses related to the study conditions at home do not support the original assumptions regarding the lack of quiet conditions and helping persons. These responses must be mitigated in some part, however, by the fact that there might be some differences of opinion in what students would consider a quiet place to study and what the teachers would think. These student judgments must also be related to the fact that there is some evidence of overcrowding in the homes in the Project area.

It was impressive to note the proportion of students indicating that they had someone at home to help them on difficult work. Examination of the verbatim responses of parents of these same students to open-ended questions in the Parent Questionnaire reveals that the parents have made many grammatical and spelling errors. Comments

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such as "It help encurge (sic) my child", "It is verry (sic) helpful", "its have know (sic) weaknesses", and "I am not to (sic) phermelier (sic) with the Program but feal (sic) they are doing a good job. I have no disagreement fealings (sic)" are encouraging indicators of parent support. They have further significance, however, in that they indicate that some of the parent help, which students relate is available, may be limited. These errors were not ubiquitous but common enough to stimulate thought regarding the quality of help available.

One also wonders about the study conditions and availability of help in cases where students chose not to respond to the questions. It could be that a sizable proportion of the non-responders preferred not to reveal less than desirable conditions and help.

Grade studies have not demonstrated any tendencies which are unique to either the study center attenders or the randomly selected control groups. However, it is reasonable to assume that long-established patterns of behavior may not be overcome in a short span of time. It may take more than one or two hours per week during a school year to effect noticeable changes. Also, it may be hypothesized that the seeds may have been sown. The germination of, or growth in, attitudes and improved study application may be just beginning. It will be of considerable interest to follow these students over a longer period of time.

At this point it is probably too soon to make any conclusions about the effects of the program with any definitiveness. The attempt has been made to provide some evidence which goes beyond the fact that almost everyone involved in the study centers in the Oakland schools have reacted positively. Another whole area which is extremely interesting is that which has to do with the high school students who are doing the tutoring. This is the subject of a doctoral study now being conducted by Mr. Lawrence

Edler at the University of California. The completion of this dissertation will be of considerable interest to all those interested in study center programs.

VI. CONCLUSIONS

The following conclusions are presented in response to the questions raised in the Problem section.

- A. A wide sampling of students attend study centers; those who are doing below average, average, and above average academic work. Attenders were similarly rated on their behavior and work habits.
- B. There are suggestions in questionnaire responses that these students are receiving needed help through their attendance at the centers.
- C. Students rate the program highly and indicate they feel they are being benefited by attendance.
- D. There is no evidence in the grade data that grades have been influenced by study center attendance over a few months period.
- E. Teachers strongly support the study center program and indicate a desire to have the center program continued.
- F. Teachers indicated that the area of greatest program impact was in achievement in academic areas.
- G. There is a strong indication of parent support of the program and a desire on their part to have the program continued.
- H. There is some indication of improvement in the attitudes of students and parents toward the schools.

A follow-up study on the attitudinal and achievement progress of frequent attenders over a longer period of time would be a source of valuable information.

OAKLAND PUBLIC SCHOOLS
Interagency Project
April, 1964

Attachment #1

Dear Student,

We would like to know about how you feel about the Study Center and the reasons you may have for coming to the Study Center.

Some students have liked the Study Center; others have not. Some students feel like they receive good help at a Study Center; others may feel that they do not get enough help. So please answer the questions telling just how you feel. There are no right answers to these questions.

If you do not understand any of the questions, just ask one of the teachers, or one of the tutors.

Sincerely,

JOHN J. CARUSONE
Coordinator, Youth Study Centers

-
1. Students come to the Study Center for many different reasons. Some of these are listed below. Check one or more of these reasons which are the main reasons you come to the Study Center. Maybe an important reason is not listed. Just write any other reasons on the lines at the bottom of the list, if you wish. Remember, check one or more.

- ☒ 1 I come to see friends (5.5%)
☒ 30 I come to do homework (91.0%)
☒ 58 I come to read books which I choose (21.7%)
☒ 18 My teacher told me I had to come. (7.1%)
☒ 74 My teacher said it would help me if I wanted to come (68.8%)
☒ 97 I come to get help in certain subjects in which I have trouble (77.9%)
☒ 19 My parents said I had to come (7.5%)
☒ 69 My parents thought it would help me if I wanted to come (66.9%)
☒ 11 There are other important reasons: (please write them on these lines) (4.4%)
-
-

2. Students do different kinds of work while they are at the Study Center. Which of the kinds of work do you usually do at the Study Center? Check one or more

- ☒ 22 Arithmetic (88.6%) ☒ 58 Reading lessons (22.9%) ☒ 69 Language lessons (27.3%) ☒ 11 Spelling (46.3%) ☒ 11 Social Studies (44.3%)

3. Who decides what work you will do at the Study Center?

☒ 176 My teacher assigns work especially for the Study Center. (69.6%)

☐ 17 My parents tell me what to do. (6.7%)

☐ 30 I do what I want. (11.8%)

☐ 17 I usually have work which could be done here or at home. (67.6%)

4. Where do you study if you study at home?

(see attached tabulation of locations of study)

5. Is the place where you study at home quiet when you study? ☒ 97 Yes, very quiet

(38.3%)
(43.7%) ☒ 117 Yes, a little bit quiet

(5.7%) ☐ 15 No, it is noisy

6. Do you have someone at home who can help you with hard work? ☐ 30 - no response

☒ 206 Yes, (tell who) (81.0%) (see attached table of helping persons)

☐ 13 No (5.1%) 35 - no response (13.8%)

7. How much has coming to the Study Center helped you to get good grades?

☒ 148 Very much help (58.5%) ☒ 84 Some help (33.2%) ☐ 6 Very little help (2.4%) ☐ 2 No help at all (0.8%) No response (5.1%)

8. What do you think the best part of the Study Center has been?

9. What do you think the poorest part of the Study Center has been?

10. Do you have any ideas on how the Study Center could be made better?

Tabulation Attachment for Question Number 4

Tabulation of Responses of 253 Fifth and Sixth Grade Students at Five Study Centers to Question 4 - "Where do you study if you study at home?"

Location of Home Study	Number of Reports*	Per Cent of Total Students*
Bedroom (own)	138	54.5
Bedroom (parents')	15	5.9
Living Room	44	17.4
Kitchen	26	10.3
Den	7	2.8
Dining Room	17	6.7
Other	3	1.2
No Response	30	11.9

*The total of these numbers of reports or percentages of students will exceed expected figures of 253 students and 100% because some students gave more than one report.

Tabulation Attachment for Question Number 6

Tabulation of Responses of 205 (81.0%) of the 253 Fifth and Sixth Grade Responders at Five Study Centers Who Indicated That They Had a Person in Their Home Who Could Help Them with Hard Work

Helping Persons	Number of Reports	Per Cent of 205 "Yes" Responders*
Father	68	33.2
Mother	128	62.5
Sister	67	32.7
Brother	60	29.3
Other	29	14.3
No Response	27	13.2

*The totals of these numbers of reports or percentages of students will not be 205 and 100% because some students gave more than one response

MADISON JUNIOR HIGH SCHOOL

TO THE STUDENTS:

This is a form which you are being asked to complete so we can learn more about the students who attend Madison Junior High School. Those of you who are being asked to give information are students who attend the Youth Study Center.

Please answer the questions as well as you can. Ask for help any place where you are not sure of the meaning of the question. We will be glad to help you.

1. Please give the names of the adults who live in your home. Tell what relation, or kin, they are to you. Examples would be: mother, step-mother, father, step-father, uncle, aunt, sister-in-law, grandparents, a friend, and so forth.

NAME OF THE ADULT	HOW ARE THEY RELATED TO YOU?
(SEE ATTACHED TABULATION OF FAMILY CHARACTERISTICS)	

2. How many children live in your house? (Be sure to count yourself)

☒ live in our house

(*MEAN NUMBER OF CHILDREN = 4.67)

3. How many rooms do you have in your house? Do not count bathrooms as separate rooms but count all other rooms.

(In 31 out of 46 cases (67.4%) the ratio of people ☒ rooms in our house to rooms exceeds 1.01 (Census crit. of crowding) (**MEAN NUMBER OF ROOMS = 5.18)

4. How many people sleep in the room where you sleep?

☒ I have a room alone
(2.2%)

☒ other people sleep ☒ in my room
(91.3%)

☒ No response
(6.5%)

(MEAN NUMBER OF SIBS IN STUDENTS' ROOMS = 2.37)

5. When you study at home, where do you study?

(SEE ATTACHED TABULATION OF LOCATIONS OF STUDY)

6. Is there a table or desk where you study at home? ☒ Yes ☒ No
(98%) (2%)

7. How quiet is it when you usually try to study at home?

☒ Very Quiet
(26%)

☒ A Little Quiet
(67%)

☒ Noisy
(7%)

8. Is there usually someone at home who can help you with hard work?

(96%) ☒ Yes, (tell who)

(4%) ☒ No

HELPING PERSON	NUMBER OF REPORTS	% OF CASES REPORTING
Mother	20	44%
Father	18	39%
Sister	9	20%
Brother	14	30%
Aunt	1	2%
Sister-in-law	1	2%

Totals equal more than 100%—some students gave more than one response

9. You have been a Study Center attender; how much has coming to the Study Center helped you get good grades?

☒ 15 Very much help (33%)
 ☒ 24 Some help (52%)
 ☒ 7 Very little help (15%)
 ☐ 0 No help at all (0%)

10. What do you think was the best part of the Study Center?

11. What do you think was the poorest part of the Study Center?

12. Students come to the Study Centers for many different reasons. Some of these reasons are listed below. Check one or more to tell the main reasons you come to the Study Center. Maybe an important reason is not listed. Just write any other reasons on the lines at the bottom of the list. Remember, check one or more.

%	
15%	☒ 7 I come to see friends
96%	☒ 44 I come to do homework
16%	☒ 8 I come to read library books of my choice
0%	☐ 0 My teacher told me I had to come
36%	☒ 17 My teacher said it would help me <u>if</u> I wanted to come
71%	☒ 33 I come to get help in certain subjects in which I have trouble
0%	☐ 0 My parents said I had to come
56%	☒ 25 My parents thought it would help me <u>if</u> I wanted to come
8%	☒ 4 There are other important reasons: (please write them on these lines)
	<u>...wanted to come... college people help you... helps me get ahead...</u>
	<u>...I get to leave home...</u>

13. When you finish going to school, what kind of job do you want to have?
(SEE ATTACHED TABULATION OF OCCUPATIONAL ASPIRATIONS)

14. Do you think you will be able to get this kind of job?

☒ 40 Yes
 ☒ 6 No (tell why) (...lack of educ. funds... poor school aptitude... doesn't want to finish school... not prof. baseball ability...)

15. How far in school do you want to go?

<u>2</u> Quit as soon as I can (4.4%)	<u>0</u> A couple of years of high school (0.0%)	<u>7</u> Finish high school (15.2%)	<u>6</u> One or two years of college (13.0%)	<u>18</u> Finish college (4 years) (39.2%)	<u>13</u> Post graduate (more than 4 years of college) (28.2%)
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16. We want to know how you feel about certain things here at school.

Read each question carefully, then circle "Yes" if you agree. Circle "No" if you do NOT agree. Circle "?" if you are not certain.

I feel that most teachers treat me fairly in this school...	(89%)	(7%)	(4%)
I feel that I get just as much attention from my teachers as do the other students.....	(78%)	(20%)	(2%)
I feel that most of my teachers really care about how well I do in school.....	(87%)	(7%)	(7%)
I feel that most of my teachers understand me and my problems.....	(59%)	(33%)	(8%)
I feel that most of my teachers give me as much help as I need with my school work.....	(80%)	(11%)	(7%)
In this school children from all groups are treated the same way.....	(59%)	(26%)	(13%)
I find school to be an enjoyable place and I like to come here.....	(76%)	(13%)	(11%)
All children have an equal chance to become leaders in this school if they are qualified.....	(76%)	(15%)	(4%)
I feel that I am a part of the school.....	(87%)	(4%)	(7%)
When a student does something wrong in this school, his punishment is usually a fair one.....	(67%)	(28%)	(4%)

(ITEMS ON WHICH THE REPORTED PER CENT FIGURES DO NOT EQUAL 100 ARE CASES WHERE THERE WERE NO RESPONSES AT ALL ON THAT ITEM ON ONE OR MORE QUESTIONNAIRES)

TABULATION ATTACHMENT FOR QUESTION NUMBER 1:

Family Characteristics Reported by 46 of 50 Seventh Grade
75% Attenders at Madison and Hammarskjold Youth Study Centers

	Number of Cases (Families)	Per Cent of Cases
<u>PATERNAL FIGURE:</u>		
True Father Present...	39	85%
Stepfather Present...	4	9%
No paternal figure...	3	7%
<u>MATERNAL FIGURE:</u>		
True Mother Present...	42	91%
Stepmother Present...	3	7%
No maternal figure...	1	2%
<u>OTHER ADULTS:</u>		
Homes in which other adults are present....	7	15%
<u>CHILDREN:</u>		
1 Child.....	2	4%
2 Children.....	7	15%
3 Children.....	3	7%
4 Children.....	6	13%
5 Children.....	14	30%
6 Children.....	6	13%
7 Children.....	6	13%
8 Children.....	0	0%
9 Children.....	2	4%
MEAN NUMBER OF CHILDREN - 4.67		

TABULATION ATTACHMENT FOR QUESTION NUMBER 5:

Tabulation of Responses of 46 Seventh Grade 75% Attenders to Question 5- "When you study at home, where do you study?"

Location of Home Study	Number of Reports	Per Cent of Responders
Bedroom.....	23	50.0%
Kitchen.....	7	15.2%
Den.....	2	4.3%
Living Room....	7	15.2%
Dining Room....	4	8.7%
No Special Place	2	4.3%
No Response....	1	2.2%

N = 46

TABULATION ATTACHMENT FOR QUESTION NUMBER 13:

Tabulation of Responses of 46 Seventh Grade 75% Attenders to Question 13- "When you finish going to school, what kind of job do you want to have?"

Occupation Desired	Boys N-23	Girls N-23
Doctor	1	2
Lawyer	-	1
"Scientist"	2	-
Teacher	-	4
Nurse	-	10
Airplane engineer	1	-
Playground director	1	-
Secretary	-	3
Office job	1	1
Carpenter	1	-
Nurse's aid	-	1
Paper route	1	-
Army-Navy	3	-
"Homework"	1	-
Baseball player	7	-
Don't know	2	1
No response	2	-

SURVEY OF OPINIONS OF PARENTS OF STUDENTS ATTENDING THE YOUTH STUDY CENTERS

1. In general, how good a job would you say the Youth Center has been doing with your child or children?

☒ 38/Excellent (24.1%)	☒ 58/Very Good (36.7%)	☒ 40/Good (25.3%)	☒ 16/Fair (10.1%)	☒ 2/Poor (1.3%)	4 no response (2.5%)
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Comments: _____

2. In your opinion, what are the strengths of the Study Center Program?
- _____
- _____
- _____

3. In your opinion, what are the weaknesses of the Study Center Program?
- _____
- _____
- _____

4. How has attending the Youth Center affected your child's finishing his (her) homework?

☒ 98/Finishes more often now (62.0%)	☒ 42/Finishes about as often now as before (26.6%)	☒ 2/Finishes less often now (1.3%)	☒ 11/I don't know if it has affected the finishing of homework (7.0%)
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5 No Response (3.2%)

5. Has attendance at the Study Center made any difference in your child's attitude toward school?

☒ 92/Yes, likes school more now (58.2%)	☒ 0/Yes, but likes school less now (0.0%)	☒ 42/I see no difference in my child's attitude (26.6%)	☒ 21/I don't know if it has affected his (her) attitude (13.3%)
--	--	--	--

3 - No Response (1.0%)

6. In your opinion, has attending the Youth Study Center affected your child's grades?

☒ 11/Has helped my child to improve his (her) grades (72.8%)	☒ 23/Has probably had no affect on my child's grades (14.6%)	☒ 3/Has caused my child's grades to go down (1%)	☒ 10/I don't know if the attending has had any affect on my child's grades (6.3%)
---	---	---	--

7 - No Response (4.4%)

7. Some children have received a good deal of special help when they attended the Study Center. Other children have received very little or no help. Has your child received any special help with school work at the Study Center?

☒ 81 Yes, a great deal of help (51.3%) ☒ 48 Yes, a little help (30.4%) ☒ 13 No special help was given (8.6%) ☒ 12 I don't know whether my child received any special help or not. (7.6%)

4 - No Response (2.5%)

8. How many nights per week do you think the Youth Study Centers should be open?

☒ 0 Not at all (0.0%) ☒ 25 one night (15.8%) ☒ 87 two nights (55.0%) ☒ 23 three nights (14.6%) ☒ 8 four nights (5.1%) ☒ 2 five nights (7.6%) 3 - No Response (1.9%)

9. Have your feelings toward the schools (as a parent) changed because of your contact with the Youth Study Centers?

☒ 93 Yes, feel better (58.9%) ☒ 0 Yes, but feel worse (0.0%) ☒ 56 No change (34.4%) 9 No Response (5.7%)

10. How much have your feelings toward the school changed? (see below)

☒ Very much ☒ Much ☒ Some ☒ Little ☒ Not at all

11. Do you have any other comments you would like to make concerning the Youth Study Center Program?

10. *Feel Better	56)	20)	10)	1)	6)
**Feel Worse	0)	0)	0)	0)	0)
*** No Change	0)	2)	4)	3)	47)
	(35.4%)	(13.9%)	(8.8%)	(2.5%)	(33.6%)

9 - No Response (5.7%)

EL:em
4-1-64

Hammaraskjold
Highland
Lafayette
Madison

QUESTIONNAIRE FOR TEACHERS OF STUDENTS ATTENDING YOUTH STUDY CENTERS

1. In general, how good a job would you say the Youth Study Centers are doing?

☒ 5/Excellent (15.6%) ☒ 7/Very Good (21.7%) ☒ 14/Good (43.8%) ☒ 5/Fair (15.6%) ☐ 1/Poor (3.1%) 0 No Response

(See attached verbatim responses)

2. How good a job was done in giving your students individual help in areas in which they needed such help?

☒ 1/Excellent (3.1%) ☒ 13/Very Good (40.6%) ☒ 12/Good (37.5%) ☒ 4/Fair (12.5%) ☒ 2/Poor (6.3%) 0 No Response

3. Have the activities, programs, tutoring, etc., at the Youth Study Center been related to the objectives of your own programs and the needs of the children?

☒ 6/Very closely related (18.7%) ☒ 5/Closely related (16.6%) ☒ 12/Related (37.5%) ☒ 1/Related a little (3.1%) ☒ 1/Not related (3.1%)

Comments: 7 - No Response (21.9%)

(See attached verbatim responses)

4. Has there been enough "two way communication" between you and the Youth Study Center Personnel?

☒ 11/About the right amount (34.4%) ☒ 9/Need a little more (38.1%) ☒ 4/Need much more (12.5%) ☒ 1/This is not necessary for a good program (12.5%)

Comments: 4 - No Response (12.5%)

(See attached verbatim responses)

5. Would you like to see the Youth Study Center continued?

☒ 2/No (if "no" please give reasons why not) (6.2%) ☒ 20/Yes (if "yes" please answer question 5b) (93.8%)

Comments: 0 - No Response

(See attached verbatim responses)

5b. Which of the following reasons do you feel is the most important reason for having a Study Center Program? If you have another more important reason, please list it in the space provided.

- 17(53.1%) To provide a quiet place to study which is not available at home
- 20(62.5%) To provide individualized help which is very difficult in a total class situation
- 13(37.5%) To provide older, achieving student-models with whom to identify
- 19(59.4%) To build study habits
- 10(31.2%) To develop motivation
- 0(0.0%) (Other)

6. The attendance of your students at the Youth Study Center may have helped them in certain areas. Likewise, this attendance may have been of little or no value in other areas. Please check an appropriate box for each area to be rated. If you have other areas in which you think there was significant help given, please note the area and rate that area similarly.

AREAS TO BE RATED	"HOW HELPFUL HAS ATTENDING THE YOUTH STUDY CENTER BEEN TO YOUR STUDENTS IN THE FOLLOWING AREAS?"					COMMENTS:
	Extremely helpful	Very helpful	Helpful	A little helpful	Not helpful	
1. Achievement in academic subjects (reading, arith., language, etc.)	3 (9.4%)	10 (31.2%)	10 (31.2%)	4 (12.5%)	2 (6.3%)	(3 - no response) (9.4%)
2. Motivation (desire to learn)	3 (9.4%)	5 (15.6%)	10 (31.2%)	4 (12.5%)	4 (12.5%)	(6 - no response) (18.7%)
3. Behavior in school	1 (3.1%)	1 (3.1%)	4 (12.5%)	5 (15.6%)	11 (34.4%)	(10 - no response) (31.2%)
4. Work habits: neatness and accuracy	0 (0.0%)	3 (9.4%)	10 (31.2%)	4 (12.5%)	7 (21.9%)	(8 - no response) (25.0%)
5. Work habits: completing assigned work	5 (9.4%)	5 (15.6%)	10 (31.2%)	3 (9.4%)	4 (12.5%)	(7 - no response) (21.9%)
6. Attitudes toward teachers, principal, etc.	1 (3.1%)	3 (9.4%)	7 (21.9%)	5 (15.6%)	6 (18.7%)	(10 - no response) (31.2%)
7. Other: (specify)						
8. Other: (specify)	1					
		1				(3 "other" response) (9.4%)